

English, Grade 9 Academic ENG1D

Lesson 3: Developing Awareness through Research

Connections to Financial Literacy

Students will continue working towards improving their understanding of a variety of text forms, and developing their critical literacy skills by considering the questions, “What does it mean to have wants and needs?” “How is wealth and success perceived around the world?” and the big question, “Do you have everything you need?” Through the exploration of graphs, maps, charts, essays, songs, poems and traditional text forms, students will develop their interpretation of wealth and success and reconsider their concept of wants and needs.

Through the examination and self-reflection of wants and needs, the students will be better equipped at “*having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence*”. (Sound Investment: Financial Literacy Education in Ontario Schools, p. 7)

In developing “*critical literacy [skills] related to financial issues, [t]he goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and... and the social, environmental, and ethical implications of their own choices as consumers.*” (Financial Literacy: Scope and Sequence of Expectations 9-12, p. 3)

Text Forms Explored in Lesson

- Slideshow
- Web pages
- Print, film, web resources as selected by student

Curriculum Expectations

ORAL COMMUNICATION

Overall Expectations:

By the end of this course, students will:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety

Specific Expectations:

Using Active Listening Strategies

1.2 identify and use several different active

of situations for a variety of purposes	listening strategies when participating in a variety of classroom interactions
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Clarity and Coherence 2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
READING AND LITERATURE STUDIES	
Overall Expectations: By the end of this course, students will:	Specific Expectations:
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning	Using Reading Comprehension Strategies 1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts Demonstrating Understanding of Content 1.3 identify the important ideas and supporting details in both simple and complex texts
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Text Forms 2.1 identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning
WRITING	
Overall Expectations: By the end of this course, students will:	Specific Expectations:
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience	Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for several different types of writing tasks Generating and Developing Ideas 1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate Research 1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational,	Form 2.1 write for different purposes and audiences

literary, and graphic forms and stylistic elements appropriate for the purpose and audience		using a variety of informational, literary, and graphic forms
MEDIA STUDIES		
Overall Expectations: By the end of this course, students will:		Specific Expectations:
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning		Form 2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning
Learning Goals		
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> Determine when it is appropriate to cite sources used in research; Explain how having a purpose for reading is helpful when selecting and using resources during research. 		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness</p> <p>Students will need to have some familiarity with a variety of text forms to be able to understand how the text forms are similar or unique. They will need to be able to communicate how the various formats reveal information and how effectively or authentically the information is conveyed. It would also be beneficial if students had some preliminary understanding of citations and note-taking skills.</p> <p>The students will watch a short PowerPoint slideshow, the first half will be game-based and students will need to identify “Whose it is”; the second will be about Academic Honesty.</p>	<p>Terminology</p> <p>Related to Financial Literacy:</p> <ul style="list-style-type: none"> Poverty Social agency Community organization <p>Related to Curriculum:</p> <ul style="list-style-type: none"> Cite MLA, APA, or Chicago Citation Formats Media text 	<p>Materials</p> <p>LCD projector Internet connection (if available)</p> <p>For the Unit Bulletin Board for posting texts explored in the unit (as outlined in lesson 1 and the Minds On section of this Lesson)</p> <p>Minds On Grade 9: Lesson 3 BLM 3-1 Tea Party Quotations</p> <p>Action Grade 9: 3-1 Slideshow Whose Is It? Grade 9: 3-2 Slideshow Academic Honesty</p> <p>Consolidation Small index cards</p>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:**

The teacher will post a purpose statement for the lesson:

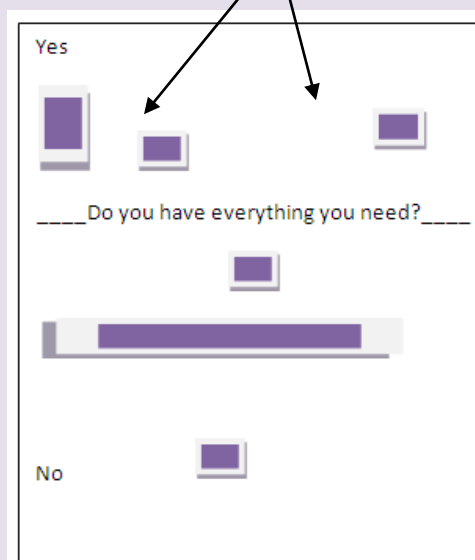
To gain an understanding of what academic honesty is and why it is important so that we will understand when and why we should cite sources when researching .

To continue formulating an answer to the Big Question in this unit:

**Do you
have everything
you need?**

- Students will begin the lesson by receiving a quotation from the teacher on a slip of paper. Students will circulate around the room and share their quotation with other students (BLM 3-1). Through this process of sharing, students will be able to continue to consider their stance on wants and needs.
- Based on their personal opinions, their review of the gallery materials, and the quotations they have been provided, students will stand either on the left side or right side of the room to indicate whether they currently feel as though they do have everything they need or don't have everything they need.

- Before beginning the Unit the teacher prepares a bulletin board with the question, "Do you have everything you need?" and a clearly marked horizontal middle line. The words, Yes and No should appear above and below the line.

Sample Bulletin Board**Various Resources**

- Students will then pair with another student in the room to orally share their personal opinions about wants and needs. They will be encouraged to connect their own opinions to the messages conveyed in the quotations from the Tea Party activity.

Action

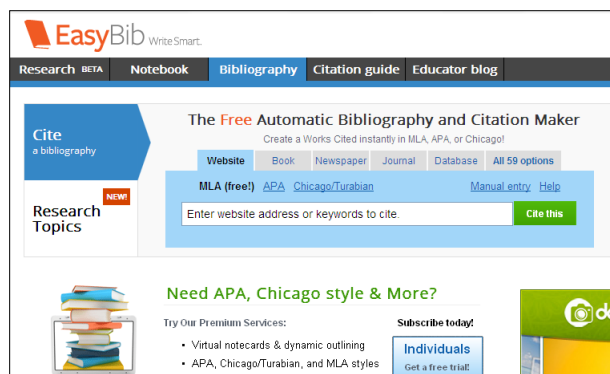
- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Whole Class – Slideshow

- Students will be watching a slideshow about Academic Honesty . **(Grade 9: 3-1 Slideshow Whose Is It?)** This slideshow is a game where students need to identify the artist or creator of a quotation, image, song or piece of data. This can be completed by two teams and white boards or as a whole class. The purpose of this activity is to illustrate how influenced we are by popular culture.
- Next, teacher will guide students through a second slideshow about academic honesty and giving credit to the ideas, creativity and work of others. **(Grade 9: 3-2 Slideshow Academic Honesty)**
- If there is an internet connection available, the teacher will show students the internet site easybib.com and show them how to use this web tool to create citations in either an MLA, APA or Chicago format.



Research Project

Students select one question to research.

1. How do organizations/ agencies in my community help individuals who have financial difficulties?
2. How might I be contributing to poverty in other countries and my own country?
3. How does the media's depiction of success differ from real life?
4. How should I live, to live a life of comfort, but without debt?
5. What constitutes "poverty" in Canada and how is this similar to and different from other countries in the world?
6. Am I better off than most?

Teacher should tell students, as they begin their research, they will be reflecting on one of the sources they consulted in research and deciding where it belongs on the bulletin board.

Students will use **Grade 9 BLM 3-2: Research Notes** to record their research ideas.

Note: Teachers should use their professional judgement, based on the skill and experience of students at this point in the semester, the amount of time to give students to undertake this research and the forum for sharing findings (e.g. written task such as an editorial or report or talk show dramatization/ script, small group or large group sharing)



Differentiated Assessment

By allowing students to decide which question they would like to choose for this task, the teacher is differentiating assessment based on the students interests.

When choice is one of the aspects of differentiation, it is important for the students to understand that in order for learning to occur, they need to select learning opportunities which will help them to stretch their understanding and skills; this means that the task should not be too easy, nor should it be too difficult.



Assessment as learning

Opportunity to Co-Construct Criteria on **"What makes good research?"**

e.g.

- *use of a variety of sources;*
- *selection of relevant information to explain topic;*
- *use of facts and statistics which help to support ideas.*

The co-constructed criteria can be used as a checklist by the teacher to determine who has "Met" and "Not Yet Met" the expectations related to the learning goals of this activity.

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class, as he/she circulates the classroom.

Students are also encouraged to reflect on their own projects and provide each other with descriptive feedback, based on the co-constructed success criteria.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned
 - independent tasks

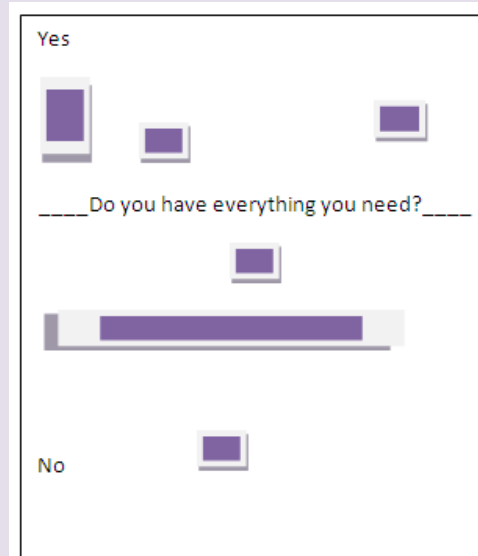
Class Discussion

- Have students respond to the following question in a class discussion once the research project has been completed:

How did you decide which texts to select, how to read them, and which information to use for your task?

Allow students to think on their own first, then share with a partner before asking them to share their thoughts with the larger group.

- Have students write the title of one resource they used in their research on an index card and place it on the bulletin board in the location they feel best fits the perspective provided in the text.



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